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ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on selecting and designing print and non-print resource materials for a CBVE program, covers the following topics: (1) differentiating between self-contained and referenced learning guides; (2) selecting usable print and non-print resources; (3) selecting the delivery medium; (4) preparing information sheets; (5) designing non-print resources; and (6) selecting and designing print and non-print resource materials. (KC)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Select and Design Print and Non-Print Resource Materials

Purpose Print and non-print resource materials are an integral part of a CBVE program. This learning guide will teach you how to select and/or design print and non-print resource materials.

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CE 042 065

SELF-INSTRUCTIONAL COMPETENCY BASED PROFESSIONAL TEACHER TRAINING MANUAL

Program	Task	Est. Time	Prereq.
PTT	011	2 Hours	

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Select and Design Print and Non-Print Resource Materials

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INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Administrative Support Necessary to Implement CBVE

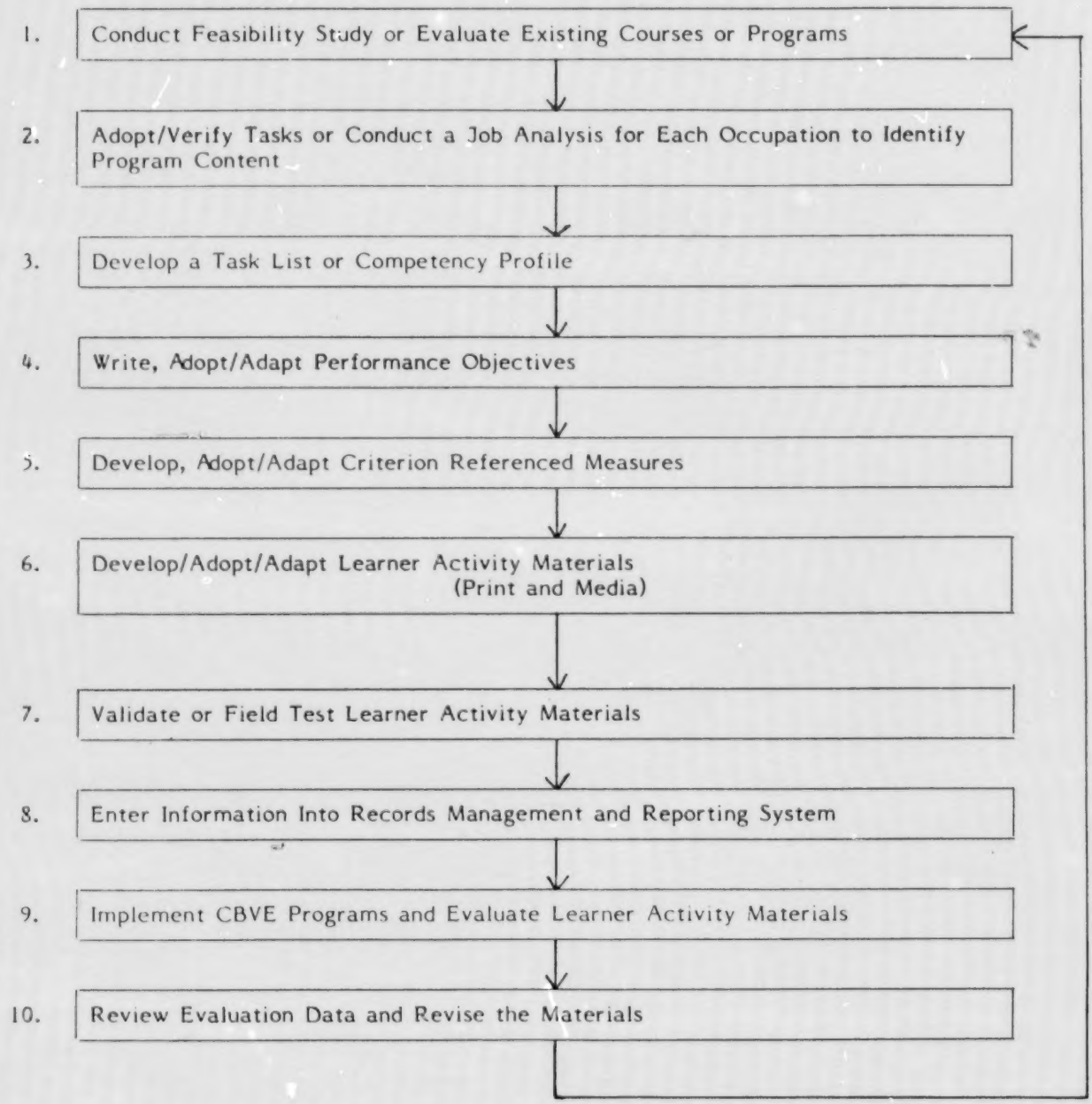
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

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OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: Access to the necessary resources

YOU WILL: Select and design print and non-print resource materials

HOW WELL: You must score 55 out of 55 or 100% on the product checklist and score 24 out of 28 or 85% on the written criterion exam.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Differentiate between self-contained and referenced learning guides
2. Select usable print resources
3. Select available non-print resources
4. Select the delivery medium
5. Prepare information sheets
6. Design a non-print resource
7. Select and design print and non-print resource materials

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5
2. Read the learning steps and resources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective
4. Complete the written exam
5. Complete the performance test and review with your school's CBVE resource person

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

BEST COPY AVAILABLE

MICRO - PERFORMANCE OBJECTIVE #1

Differentiate Between Self-Contained and Referenced Learning Guides

LEARNING STEPS

1. Read Resource #1 which describes self-contained and referenced learning guides or competency sheets.
2. Complete Resource #2 to check your understanding of learning guides or competency sheets.
3. Go to the next MPO.

RESOURCES

1. Information Sheet 011-001-001, "Self-Contained and Referenced Learning Guides or Competency Sheets," in this guide, pages 8- 9.
2. Activity Sheet 011-001-002, "Compare the Self-Contained Learning Guide with the Referenced Learning Guide and Competency Sheet," in this guide, pages 10-11.
3. MPO #2 in this guide, page 12.

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INFORMATION SHEET

011-001-001

Self-Contained and Referenced Learning Guides or Competency Sheets

A self-contained learning guide contains all the learning resources between the two covers, excluding equipment and supplies, needed by students to learn the task.

A referenced learning guide refers students to textbooks, workbooks, exercises, audio-visual presentations, etc., outside the learning guide.

A competency sheet is a one-page set of directions guiding students to reference books, workbooks, resources, information sheets, activity sheets, etc.

Advantages of the Self-Contained Learning Guide

1. Portability - The learning guide can be taken anywhere to be used by students.
2. Costs - Costs for textbooks may be minimal as they are not needed.
3. Relevancy - The learning guides are written to teach only what students need to know to master the task.
4. Ease of use - The student has at hand almost everything needed to learn the task. Also, each task is broken down into "bite-size" blocks of learning under sub-objectives.

Disadvantages of the Self-Contained Learning Guide

1. Costs - Costs for paper and human resources to develop and reproduce the self-contained learning guides can be quite high especially if they are consumed. Also, the costs for storage and retrieval must be considered.
2. Difficulty of Development - Self-contained learning guides are more difficult to develop. It takes approximately four to eight hours to develop each self-contained learning guide.
3. Use - Self-contained guides take more skill in management and use. If used improperly, they become stumbling blocks for non-readers and low-motivated students.

4. Job efficiency - When the trainees enter jobs, they must access manuals and journals and locate information. If most of their education has been from self-contained guides, they will be slower and less efficient in using state-of-the-art manuals on their first job.

Advantages of the Referenced Learning Guide or Competency Sheet

1. Provides for a variety of learning styles - The use of multiple resources rather than one textbook allows students to select those materials which meet their learning styles.
2. Cost - Cost for developing the learning guide or competency sheet may be minimal as graphics, informational items, and activities may all be referenced.
3. Ease of development - Referenced learning guides or competency sheets are developed much more quickly and more easily as you may utilize resources already developed.
4. Variety of resources - The instructional program does not need to rely on one basic textbook. A variety of resources can be purchased to meet program and student needs.
5. Increase "real-world" skills - Students who are required to use textbooks, technical manuals, and other resources commomly used in the field can function more effectively as a beginning worker.
6. Ease of storage/management - Referenced learning guides or competency sheets occupy less space than self-contained guides. Also, the volume of paper is less.

Disadvantages of the Referenced Learning Guide or Competency Sheet

1. If sub-objectives are not used, the student must master the entire task at one time instead of mastering one sub-objective at a time.
2. More textbooks and reference books are needed.

ACTIVITY SHEET

011-001-002

Compare the Self-Contained Learning Guide with the Referenced Learning Guide and Competency Sheet

Directions: Please complete the following without resources or assistance by circling the correct response. Check your answers with the answer key, page 11.

T F 1. An advantage of the self-contained learning guide is its portability.

T F 2. An advantage of the self-contained learning guide is the low developmental costs.

T F 3. An advantage of the referenced learning guide is the use of a variety of resources.

T F 4. The self-contained learning guide helps students to acquire "real-world" skills in locating information.

T F 5. Self-contained learning guides require more skill in management and use.

T F 6. A disadvantage of the competency sheet is that students cannot master the task in bite-size learning blocks.

T F 7. Self-contained learning guides are easier to develop.

T F 8. Referenced learning guides may be easier to store and manage.

ANSWER KEY

For Activity Sheet 011-001-002

Directions: Check your responses with the answers given below. If you missed any, review Information Sheet 011-001-001 on pages 8-9 before going to MPO #2 in this manual.

1. T
2. F The self-contained learning guide has high developmental costs
3. T
4. F Since all information is within the covers, students do not learn to use the real-world resources as well.
5. T
6. T
7. F Self-contained learning guides are more difficult to develop and take more time to develop.
8. T

MICRO - PERFORMANCE OBJECTIVE #2

Select Usable Print Resources

LEARNING STEPS

1. Read Resource #1 for examples of print resources.
2. Read Resource #2 for criteria used to select print resources.
3. Complete Resource #3 to check your understanding regarding the selection of print resources.
4. Go to resource #4.

RESOURCES

1. Information Sheet 011-002-001, "Print Resources" in this guide, page 13.
2. Information Sheet 011-002-001, "Evaluate Print Materials" in this guide, pages 14-20.
3. Activity Sheet 011-002-003, "Selecting Print Resources," in this guide, pages 21-23.
4. MPO #3 in this guide, page 24.

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INFORMATION SHEET

011-002-001

Print Resources

The following are examples of print resources:

- Learning guides
- Competency sheets
- Manuals (technical)
- Handbooks
- Textbooks
- Reference books
- Magazines
- Periodicals
- Pamphlets
- Documents
- Information sheets or instruction sheets
- Procedure sheets

INFORMATION SHEET

011-002-002

Evaluate Print Materials

Use the following criteria to evaluate print materials for your program:

1. Does the material meet your program's instructional objectives?
2. Is the material accurate?

   You are the content expert for your program, and therefore are the judge regarding the accuracy of the content.
3. Is the material current?

   Does the material contain the latest information in your field? Again, you are the expert regarding this content area. If in doubt, consult with your specialized occupational advisory committee.
4. Is the material applicable to your program?

   Do you have the proper facilities, materials, and knowledge to use the materials appropriately?
5. Is the material limited to the scope of the tasks or sub-objectives?

   If the task is "floss teeth," can the student read only the part of the material dealing with flossing teeth.
6. Can you legally use the material in your classroom?

   In 1976, American Copyright laws were revised. The following provisions of the new copyright law pertain to photocopying externally produced printed material for classroom use:

   A. Photocopied material must be provided free of charge to students.

   B. Worksheets and other types of consumable printed material cannot be photocopied.

   C. You may legally photocopy instructional materials, however, you cannot make more photocopies than the number of students in your program.

D. All photocopies must contain the following information: Title of source, author, copyright holder, and date of copyright.

If you have any doubts about photocopying material, check with your learning resource center (LRC) coordinator or librarian.

7. Will the material motivate my students?
8. Is the content logically sequenced?
9. Is the print clear and easy to read?
10. Does the material meet the needs, interests, and abilities of my students?
11. Is the material free of sexual and racial bias?
12. Is the material right for the reading level of my students?

The simplest way to determine the reading level of materials is the "Fry Method of Determining Readability". Using the Fry Method, the following is done:

A. Randomly select three sample passages and count out exactly 100 words beginning with the beginning of a sentence. Count proper nouns, initializations and numerals.

B. Count the number of sentences in the 100 words.

C. Count the total number of syllables in each 100-word passage. An easy way is to put a mark above every syllable beyond one in each word; then, when you get to the end of the passage, count the number of marks and add 100. Small calculators can be used as counters by pushing numeral "1", then push the "+" sign for each syllable. Average the results of the three samples.

D. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, "stopped" is one syllable and "wanted" is two syllables. When counting syllables for numerals and initializations, count one

syllable for each symbol. For example, "1978" is 4 syllables, "IRA" is 3 syllables, and "&" is one syllable. Endings such as -y, -ed, -el, or -le usually make a syllable. For example, "ready" (2), "bottle" (2).

E. Use the Fry graph to find the reading level of the material, as shown on pg. 22 of this manual.*

Evaluation of Print Materials

When reviewing multiple copies of print resource materials from multiple publishers, it is a good idea to use a standardized form to record your evaluations. Pages 17-19 is an example of a print evaluation form you may use. Your librarian or LRC coordinator may have a form to be used to evaluate print materials.

* NOTE: The Fry method for determining readability of materials is only one method. There are many more available to you. Contact your school's reading specialist or communication skills instructors for information on readability forms.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO

INFORMATION SHEET

011-002-002 (Continued)

Example Print Evaluation Form

Reviewer's Name _____

Review Date _____

Title _____

Author _____

General Criteria

1. Is this material congruent with course or program objectives?
2. Is the material accurate?
3. Is the material up-to-date?
4. Is the material free from racial and sexual bias?
5. Is the reading level appropriate to grade level of users?
6. Is the material reasonably priced?

   What is the cost of the material? _____
   Purchase or Rent
7. Will the material motivate my students?
8. Is the content logically sequenced?
9. Is the print clear and easy to read?
10. Does the material meet the needs of the students?

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO

INFORMATION SHEET

011-002-002 (Continued)

Example Print Evaluation Form (Continued)

Appraisal of Content and Organization

1. Is content arranged sequentially?
2. Are topic headings appropriate and well organized?
3. Does table of contents provide ready reference?
4. Is index complete?
5. Is text adequately illustrated?
6. Are illustrations sequentially numbered for quick and easy referral?
7. Are illustrations conveniently placed in relationship to text reference to the illustration?
8. Are charts and tables properly labeled and easy to understand?
9. Are illustrations properly titled and self-explanatory?

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CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO

INFORMATION SHEET

011-002-002 (Continued)

Example Print Evaluation Form (Continued)

Appraisal of Content and Organization

1. Are charts and tables properly labeled and easy to understand?
2. Are illustrations properly titled and self-explanatory?
3. Is occupational information representative of the field?
4. Is the vocabulary correlated to the grade level?
5. Do unfamiliar key words appear in the vocabulary list or glossary?
6. Are significant technical terms set in italics or boldface?
7. Are unfamiliar technical terms defined and explained?
8. Are the chapter summaries concise and meaningful.
9. Are the appendices useful and pertinent?
10. Is the type size and style appropriate for ease of reading?

Rated Readability

1. Reading level of text as distinguished by the Fry Readability Scale

   _____

2. Reading level of students as determined by local testing_____

Evaluation Comments:

Recommendations of Evaluator:

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY =
TOTAL POINTS POSSIBLE =

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INFORMATION SHEET

011-002-002 (Continued)

In summary...

There are two rules for selecting print resource materials for use in your program.

1. It must be right for your program.
2. It must be right for your students.

Ask yourself, is it:

1. Accurate?
2. Current?
3. Applicable to my program?
4. Legally usable?
5. Written at my students' reading levels?
6. Written to motivate my students?
7. Logically sequenced?
8. Clearly written?
9. Free of sexual and racial bias?

ACTIVITY SHEET

011-002-003

Select Print Resources

Directions: Complete the following exercises. Then check your answers with the answer key on page 23.

1. Print resources you might choose to use in your program area:

   A._____ C._____

   B._____ D._____

2. Two basic questions to ask about print materials you are considering are:

   A.

   B.

3. List two things to consider regarding reading levels:

   A.

   B.

4. Count the number of sentences and number of syllables in this 100 word passage.

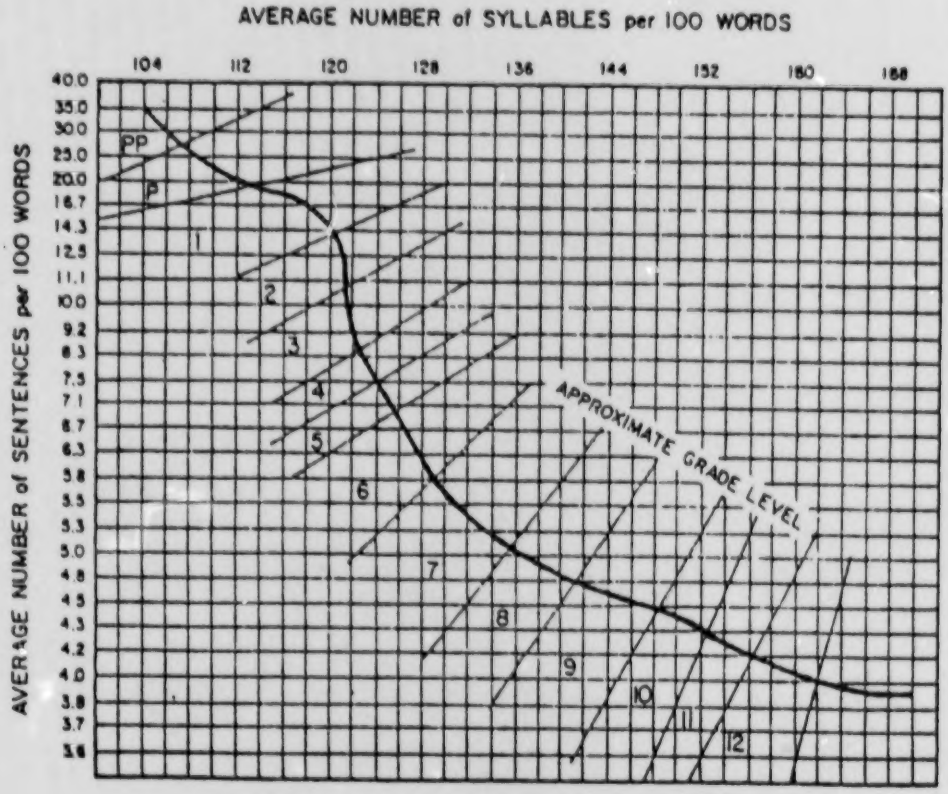
   During mastication, food is moved from one side of the mouth to the other, usually, and the teeth alternate between work and balancing. Constant change from working and balancing continues during the function. In natural dentition, there may or may not be contact on the balancing teeth; usually there isn't. Because of the variation in natural teeth and jaw relationships, there isn't a hard and fast rule for this. If you are making a denture, usually you would try to have contact on the balancing teeth. This is to stabilize the denture so that it will not move during mastication.

   A. Total sentences_____

   B. Total syllables_____

   Use the graph on page 22 to find the reading level of the 100 word passage. Plot the number of syllables and the number of sentences that you counted.

C. Reading level _____



5. Perform the Fry Readability Test for a text from your program:

   A. Choose the basic text for your program.

   B. Choose a 100-word passage.

   C. Count the number of sentences in the 100 words.

   D. Count the number of syllables in the 100 words.

   E. Plot the reading level on the Fry readability table.

   F. The reading level of this text is _____.

NOTE: Check your answers with the answer key on page 23.

ANSWER KEY

For Activity Sheet 011-002-003

Select Print Resources

1. Learning guides
   Competency sheets
   Textbooks
   Phamphlets
   Periodicals
   Handbooks
   Reference books
   Magazines
   Information sheets
   Technical manuals
   Documents
2. A. Does the print material meet my program's objectives?
   B. Is the print material right for my students?
3. A. What is the reading level of my students?
   B. What is the reading level of the print material?
4. Number of sentences 6
   Number of syllables 153
   Grade level of passage 9th
5. Check your answer with a reading or communication skills instructor in your school system.

MICRO - PERFORMANCE OBJECTIVE #3

Select Available Non-Print Resources

LEARNING STEPS

1. Read Resource #1 for possible locations of non-print materials.
2. Complete Resource #2 to locate non-print materials.
3. Read Resource #3 for criteria used to select existing non-print materials.
4. Complete Resource #4 to select non-print resources.
5. Go to the next MPO.

RESOURCES

1. Information Sheet 011-003-001, "Locating Non-Print Materials," in this guide, pages 25-26.
2. Activity Sheet 011-003-002, "Locate Non-Print Materials," in this guide, pages 27-28.
3. Information Sheet 011-003-003, "Criteria for Selecting Existing Non-Print Materials," in this guide, pages 29-31.
4. Activity Sheet 011-003-004, "Select Non-Print Resources," in this guide, page 32.
5. MPO #4 in this guide, page 33.

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INFORMATION SHEET

011-003-001

Locating Non-Print Materials

Locate Non-Print Resources in Your Building

1. Locate non-print resources for your program. Possible resources include:

16 mm films	prepared transparencies
8 mm films	sound-on-slide
filmstrips	sound page
2 x 2 slides	flip charts
slide/tapes	photos
filmstrips/tapes	charts
audio tapes	
video tapes	

2. Consult the learning resource center coordinator or school librarian to find out what is available in the LRC for your program. You will need to request the subject matter and the delivery medium you prefer (see MPO #4).

   If non-print resources are not available, you will have to:

Locate Non-Print Resources Outside Your Building

3. Consult the free loan directories in your media center, library, learning resource center, or professional education library. Examples are:

   - Educators Guide to Free Films
   - Educators Guide to Free Filmstrips
   - Educators Guide to Free Audio and Video Materials
   - Illinois Vocational Curriculum Center Directories

4. Consult the following indexes in your library, LRC, or professional education library:
   - NICEM (index to vocational and technical education multimedia)
   - Promotional A/V catalogs
   - Local University Educational Films Catalog
   - County School Library Catalog
   - Commercial Publisher's Catalogs
   - Curriculum Materials for Vocational Education, 1983, U. S. Department of Education

   There may be others available to you in your area. Consult with the LRC coordinator or librarian and instructors at other institutions.
5. Choose the non-print resources you want to preview for your program.
6. Have the learning resource center coordinator or librarian order all the non-print resources you have chosen for preview.

ACTIVITY SHEET

011-003-002

Locate Non-Print Materials

Directions: Place a 1, 2, 3, 4, 5, or 6 in front of each of the following to determine the sequence of locating non-print materials. Then check your answers with the answer key on the next page.

___ Choose the non-print materials you wish to preview.

___ Locate non-print resources for your program.

___ Contact the LRC coordinator or librarian to order materials for preview.

___ Consult NICEM index to vocational and technical educational media.

___ Check with the LRC coordinator or librarian to determine what is available.

___ Consult the free loan directories.

ANSWER KEY

For Activity Sheet 011-003-002

Locate Non-Print Materials

5 Choose the non-print materials you wish to preview.

1 Locate non-print resources for your program.

6 Contact the LRC Coordinator or librarian to order materials for preview.

4 Consult NICEM index to vocational and technical educational media.

2 Check with the LRC coordinator or librarian to determine what is available.

3 Consult the free loan directories.

011-003-003

Criteria for Selecting Non-Print Resource Materials

The following procedures are designed to assist you to evaluate non-print resource materials:

1. Obtain or develop an evaluation form. If your school system does not have an evaluation form already in use, an example is included on the next page of this manual.
2. Complete a separate evaluation form for each non-print resource. The completed form will assist you and the LRC coordinator or librarian to keep track of all materials evaluated.
3. Make a decision as to whether the non-print resources should be selected for use in your program. Consider these factors:
   A. Performance - How well does it perform?
   B. Cost - How much does the resource cost? Can your program afford it? Is it worth the cost?
   C. Use - Do you have the necessary A/V equipment or will you have to purchase new "hardware"?
   D. Technical quality - Are the technical aspects (color, sound, etc.) acceptable?
   E. Is the material at the right level for your students? As the instructor, you know whether your students will understand the material.
   F. Does the material require an active learner response? (Either answering questions or doing a procedure?)
   G. Does it help in meeting the instructional objectives of the program?
   H. Is the content up-to-date?
   I. Is the content sequenced in a logical order?
   J. Are the materials appropriate to the instructional methods presented in the learning guides or competency sheet?
4. Purchase the materials you wish to keep by following the guidelines of your institution.

011-003-003 (Continued)

Example Media Preview Evaluation Form

1. Check: ___8mm ___16mm ___35mm ___Film ___ Filmstrip ___ Slides

   ___Audio cassette ___ Video cassette ___ Other_____

2. Check: ___ Sound___Color___Accompanying study materials ___ Yes ___No

3. Title_____

4. Producer_____

5. Price_____Subject area _____

6. Evaluation:

Rating	Acceptable	Unacceptable
A. Relevancy to curriculum	___	___
B. Accuracy	___	___
C. Organization	___	___
D. Clarity	___	___
E. Objectivity	___	___
F. Sound	___	___
G. Photography/graphics	___	___
H. Overall rating of material (not necessarily an average of the above points)	___	___

7. How does this material fit the curriculum? ___basic ___ supplemental (enrichment) ___other

8. This material is suitable for: ___an overview ___ study in depth ___ demonstration of an important process or phenomena.

9. Special strengths or weaknesses (comment if appropriate).

10. Do you recommend purchase? ___yes ___ no (if yes, complete items 12-17)

11. If no, should we attempt to find other materials on this topic? _____

Evaluator_____

Department_____Date_____

DEPT.	PROG	TASK	TPO	MPO
	PTT	011	011	003

INFORMATION SHEET

011-003-003 (Continued)

If purchase is recommended.....

12. Priority ___ high ___ medium ___ low

13. Content of material will be valid for _____years.

14. Media will be shown _____times per year.

15. Value of media is limited to instructional use in one discipline only _____.

16. Other areas of possible use _____

_____

17. Other comments:

NOTE: AN EXCELLENT EVALUATION INSTRUMENT FOR NON-PRINT RESOURCES WHICH IS EXPECIALLY USEFUL FOR COMPUTER AND MICRO-COMPUTER SOFTWARE IS AVAILABLE FROM THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. THE INSTRUMENT IS ENTITLED: "COURSEWARE EVALUATION: FORM AND GUIDE FOR VOCATIONAL AND TECHNICAL EDUCATION," BY CHASE, GORDAN, AND MAKIN. SPECIAL PUBLICATION #44, 1984.

CONTACT: NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
NATIONAL CENTER PUBLICATIONS, BOX U
1960 KENNY ROAD
COLUMBUS, OHIO 43210
TELEPHONE 800-848-4815

ACTIVITY SHEET

011-003-004

Select Non-Print Resources

Directions: Locate two non-print resources on the same topic for your program. Evaluate each and decide on the usefulness to your program. Use the checklist shown here to assess your completed evaluation forms.*

	YES	NO
1. Is all the identifying information listed?	___	___
2. Is cost listed?	___	___
3. Is the type of media listed?	___	___
4. Has the technical quality been evaluated?		
A. Content	___	___
B. Usefulness	___	___
C. Quality of sound, graphics	___	___
D. Overall	___	___
5. Does the evaluation identify learner participation?	___	___
6. Does the evaluation indicate whether the material is the right level for your students?	___	___

* All items should have a "yes" response. If there are any "no's," go back to Information Sheet 011-003-003 and redo that part of the evaluation form.

MICRO - PERFORMANCE OBJECTIVE #4

Select the Delivery Medium

LEARNING STEPS

1. Read Resource #1 for a definition of delivery medium.
2. Read Resource #2 to learn about the various types of media and the advantages and disadvantages of each.
3. Complete Resource #3 to compare delivery media.
4. Read Resource #4 for a process of selecting the delivery medium.
5. Complete Resource #5 to choose the delivery medium
6. Go to the next MPO.

RESOURCES

1. Information Sheet 011-004-001, "Delivery Medium--What is it?", in this guide, page 34.
2. Information Sheet 011-004-002, "Characteristics of Delivery Media," in this guide, pages 35-39.
3. Activity Sheet 011-004-003, "Compare Delivery Media," in this guide, pages 40-42.
4. Information Sheet 011-004-004, "Selecting the Delivery Medium," in this guide, page 43.
5. Activity Sheet 011-004-005, "Choosing the Delivery Medium," in this guide, pages 44-45.
6. MPO #5 in this guide, pages 46.

DEPT.	PROG	TASK	TPO	MPO
	PTT	011	011	004

INFORMATION SHEET

011-004-001

Delivery Medium -- What is It?

There are many different media which you can use to assist with instruction. Many educators call these audiovisual aids, software, and/or written supplemental materials. Some of the media you might use to deliver instruction are:

Print materials (including information sheets)

Overhead transparencies

Audio tapes

Slides

Sound-on-slides

Filmstrips

Motion pictures

Video tapes

Flip charts

Computer assisted instruction

INFORMATION SHEET

011-004-002

Characteristics of Delivery Media

Print Materials

Advantages

1. Learners use print materials at their own pace and re-read if needed.
2. Materials may be used at convenient time and place.
3. No audio-visual equipment is needed to use the materials.
4. Local production of materials is fast and inexpensive.
5. Current and relevant materials are not available in any other format.

Disadvantages

1. Printed materials rely heavily on the reading ability of the students.
2. Printed materials do not simulate well and do not cause efficient learning.

Overhead Transparencies

Advantages

1. The instructor can use overhead transparencies from the front of the room while facing students.
2. The frame of the transparency can be used for presentation notes.
3. The instructor can point to an item on the screen and have that silhouetted on the screen.
4. Additional material can be written on the transparency during the presentation.
5. Transparencies are easily prepared.
6. Progressive disclosure can be used to develop ideas and procedures.

Disadvantages

1. Students must take in material at a pace set by the instructor.
2. May relay on students' reading ability.
3. Are group centered instruction and have little application to individualized instruction.

Audio Tapes

Advantages

1. Audio tapes can provide information to students having low reading levels.
2. Tape units are small, lightweight, and portable.
3. Audio cueing can force student interaction with the tape.
4. Students can stop the tape and back up for replay.
5. Can be learner paced.
6. Audio tapes are very inexpensive and easy to operate.
7. Appeal to the sense of hearing
8. Tapes are easy to handle and store.
9. Commercial tapes are available at low cost.
10. Instructors and students can easily prepare their own tapes.
11. Tapes can be erased and revised.

Disadvantages

1. Lack of visual material
2. Fixes rate of informational flow
3. Uninteresting without visuals
4. Vocabulary level unknown
5. Low general retention rate

Slide Tape

Advantages

1. Slide tapes have both audio and visual material.
2. Slides may ask for learner participation.
3. Slide sequence can be arranged to meet specific needs.

4. Slide programs can be updated easily and quickly.
5. Good for presenting concepts or processes that need to be presented step by step.
6. Equipment is relatively inexpensive and easy to operate.

Disadvantages

1. Slides do not show motion
2. Entire recording must be recorded if sequence is changed
3. Learner must progress at a fixed rate and going back to review causes loss of synchronization between the sound and the picture.

Filmstrips

Advantages

1. The sequence of pictures is fixed and cannot get out of order.
2. Wide range of commercial topics are available on filmstrip.

Disadvantages

1. Pictures do not show motion.
2. Sound filmstrips do not allow viewer to control the pace
3. Going back to review causes loss of synchronization between picture and sound
4. Fixed sequence does not allow for modification of program
5. Filmstrips are easily misplaced
6. Filmstrips eventually tear and wear out when used for individual use.

Motion Pictures, Films

Advantages

1. Films are good alternatives for students with low reading abilities.
2. Films depict motion.
3. Time lapse photography and slow-motion can be very useful for teaching, slowing down,

or speeding up actual movement.

4. Students can view places or things that would be impossible to visit or see.
5. Animation can be used to present abstract co..cepts in a concrete way.
6. A hazardous condition or process can be filmed -- then seen by students with no danger to them.

Disadvantages

1. Films run at fixed speed, not at learner's rate
2. Viewer is not actively involved
3. Updating and making or purchasing films is very expensive
4. If borrowed, they usually do not arrive when needed.

Videotapes

Advantages (Same as motion pictures, but in addition:)

1. Video tapes show color, motion, and sound.
2. Television is a familiar medium.
3. Playback equipment is easy to operate
4. Video tape can ask for learner participation
5. Students can stop and play back for review
6. Can be used more easily for small group or individualized work
7. Easy to keep up to date
8. Excellent medium for demonstrations

Disadvantages

1. Students progress at a fixed rather than individual rate unless interactive video is used.

Flip Charts

Flip charts are pictures of task procedures in sequential order mounted on heavy paper. A line of information is typed at the bottom of each page. Pages are laminated to protect from wear.

Advantages

1. Flip charts are learner paced.
2. The sequence can be changed to meet specific needs.
3. Programs can be updated.
4. Step-by-step progression can be shown.
5. Students can take the flip charts to the learner stations and use them as they practice.

Disadvantages

1. May depend on reading ability of student
2. Does not show motion

Computer Assisted Instruction

Advantages

1. Is learner paced
2. Learner paticipation can be built into the presentation
3. The sequence can be programmed.
4. Teaches familiarity with the computer

Disadvantages

1. May depend on reading ability of student
2. Hardware or equipment may not be available or may be very expensive

ACTIVITY SHEET

011-004-003

Compare Delivery Media

Directions: Complete the following in your own words:

1. List five examples of non-print resources.

   A.

   B.

   C.

   D.

   E.

2. List two advantages of print material.

   A.

   B.

3. Name a disadvantage of print material.

4. Complete this sentence:

   Lack of visual material and a fixed rate of information flow are some disadvantages of

   _____.

5. Describe the difference between slide tapes and filmstrips.

6. List two of the advantages of slide tapes.

   A.

   B.

7. What three things do video tapes show?

   _____ _____ _____

ACTIVITY SHEET

001-004-003 (Continued)

8. Complete this sentence:

   Students must progress through a videotape at a _____ rather than an _____ rate.

Check your answers with the answer key that follows.

ANSWER KEY

For Activity Sheet 011-004-003

Characteristics of Delivery Media

1. Any five of the following non-print resources:

   Print materials (including information sheets)

   Overhead transparencies

   Audio tapes

   Slides

   Sound-on-slides

   Filmstrips

   Motion pictures

   Videotapes

   Flip charts

   Computer assisted instruction

2. A. Learners may progress at their own rate and may re-read if they wish.

   B. Print materials may be used at any time for the convenience of the learner.

3. Print materials rely heavily on the learner's reading ability.

4. Audio tapes

5. Slide tapes can be modified as required and sequence changed.

6. Sequence can be changed.

   Programs can be updated.

   Contain both audio and visual material.

7. Motion, color, and sound

8. Fixed rather than individual rate

INFORMATION SHEET

011-004-004

Selecting the Delivery Medium

1. Think of what you know about the task you wish to teach. Is it knowing, doing, visual, or movement?

2. Look at the media capabilities chart and decide which medium (media) will meet your needs.

MEDIA CAPABILITIES CHART

	VISUAL	COLOR	MOTION	SOUND	LEARNER PACED
PRINT	YES	YES	NO	NO	YES
OVERHEAD TRANSPARENCY	YES	YES	NO	NO	NO
AUDIO TAPE	NO	NO	NO	YES	YES
SOUND PAGE	YES	YES	NO	YES	YES
SLIDE TAPE	YES	YES	NO	YES	NO
SOUND ON SLIDE	YES	YES	NO	YES	YES
FILMSTRIP	YES	YES	NO	YES	NO
FILM	YES	YES	YES	YES	NO
VIDEO TAPE	YES	YES	YES	YES	NO
COMPUTER ASSISTED INSTRUCTION	YES	NO	YES	NO	YES
INTERACTIVE VIDEO	YES	YES	YES	YES	YES
FLIP CHARTS	YES	YES	NO	NO	YES

3. Consider lab or classroom conditions which will affect your choice of media, i.e., dust, moisture, noise, electrical power source, number of students, etc.

4. Choose the best delivery medium for each task in your program. Consult your LRC coordinator for assistance.

ACTIVITY SHEET
011-004-005
Choosing the Delivery Medium

DIRECTIONS: Read each of the following teaching situations. Assuming that you are an instructor in a competency-based individualized learning system, select the medium or media you will use.

1. You want to demonstrate preparing an automobile fender for painting . Pictures, color, motion, and sound are important. What medium (media) will you choose? Why?

2. You wish to make a presentation on testing urine for glucose and acetone . Color pictures are important. What medium (media) will you choose? Why?

3. You want to make a media presentation on terminology. Sound and pictures are needed. Which medium (media) will you choose? Why?

Check your answers with the answer key on the next page.

ANSWER KEY

For Activity Sheet 011-004-005

Choosing the Delivery Medium

Directions: Compare your answers with those given below. If you missed any, review Information Sheet 011-004-004.

1. Film or videotape - Either of these show motion which is needed to demonstrate the proper procedures for preparing an automobile. A slide/tape series can also be used to show step-by-step procedures.
2. Slide/tape series would be the first choice as motion is not important. Testing urine requires step-by-step procedures which is a strong point of slide/tape use. A print handout of the procedures should be given to the students after the presentation.
3. The best medium for drill and practice work is the computer. The next best would be print with pictures used with an audio tape.

MICRO - PERFORMANCE OBJECTIVE #5

Prepare Information Sheets

LEARNING STEPS

1. Read Resource #1 for a description of information sheets.
2. Read Resource #2 for guidelines to prepare information sheets.
3. Complete Resource #3 to check your understanding of preparing information sheets.
4. Complete Resource #4 to prepare information sheets.
5. Go to the next MPO.

RESOURCES

1. Information Sheet 011-005-001, "Information Sheets -- What and Why?", in this guide, page 47.
2. Information Sheet 011-005-002, "Prepare Information Sheets," in this guide, page 48.
3. Activity Sheet 011-005-003, "Designing Information Sheets," in this guide, pages 49-50.
4. Activity Sheet 011-005-004, "Prepare Information Sheets," in this guide, page 51.
5. MPO #6 is in this guide, page 52.

DEPT.	PROG	TASK	TPO	MPO
	PTT	011	011	005

INFORMATION SHEET

011-005-001

Information Sheets -- What and Why?

What: Information sheets are print resources that provide information needed to learn a particular task. Information sheets are located in the learning guide immediately after being referred to on the MPO page. For competency sheets or non-self-contained learning guides, the information sheets are located in file cabinets.

Why: Information sheets are written to:

- List procedural steps.

  Example:

  See Information Sheet 011-004-004 for the steps to choose a delivery medium.

- Summarize information found in other learning materials. Reasons for re-writing other materials are:

  Reading level - Reading level in technical writings may be too high for your students.

  Edit material - Students do not have to read a lot of material to get a few points necessary to learn a task.

  Update material - The material in books and handouts may be outdated, inaccurate, or not agree with current standards.

- Include information not found in other print materials. Sometimes, important information, necessary for your students is not available in any print resources. You will need to write an information sheet that includes that needed information.

- List necessary tools, equipment, supplies, and materials needed to learn or perform a task.

INFORMATION SHEET

011-005-002

Prepare Information Sheets

Your information sheets will be clear and concise if you:

- Write "Information Sheet" on the top of the page.
- Number the information sheet with the task number, MPO number (if appropriate) and resource numbers at the top of the page.
- Title your information sheet and write it under the numbers.
- Write your information sheet clearly using:

  Simple, basic vocabulary

  Short, concise sentences

  Short paragraphs

  Material relevant to objective

  Illustrations/graphics where necessary for clarity
- Use Fry readability test on your written information sheets
- Have an inexperienced person review your material to check understandability.
- Type, proofread, and place in learning guide in correct order or in file cabinet under proper heading.

NOTE: For additional information on information sheets, see PTTM #5.

ACTIVITY SHEET

011-005-003

Designing Information Sheets

Directions: Answer the following questions.

1. List three reasons why information sheets are written:

   A.

   B.

   C.

2. Where are information sheets located in the learning guide?

3. Place the following steps in order by placing "1" before the first step, "2" before the second step, etc.

   A. ____ Type, proofread, and place in the learning guide or in file drawer.

   B. ____ Write the information sheet.

   C. ____ Title your information sheet.

   D. ____ Apply the Fry Readability Test.

   E. ____ Number your information sheet

4. Complete the following sentences:

   A. Information sheets should always be _____ and concise.

   B. Use _____, basic vocabulary when preparing an information sheet.

   C. Information should be _____ to the objective.

ANSWER KEY

For Activity Sheet 011-005-003

Designing Information Sheets

Directions: Check your answers with those given below. If you missed any, review Information Sheet 011-005-002.

1. A. List procedural steps

   B. Summarize information found in other material

   C. Give material not found in other print resources

   D. List necessary tools, equipment, or supplies needed to learn a task.

2. An information sheet should always be placed in the learning guide immediately after the first MPO page that refers to it.

3. A. 5 Type, proofread, and place in the learning guide.

   B. 3 Write the information sheet.

   C. 2 Title your information sheet

   D. 4 Apply the Fry Readability Test .

   E. 1 Number your information sheet.

4. A. Information sheets should always be short and concise.

   B. Use simple, basic vocabulary when preparing an information sheet.

   C. Information should be relevant to the objective.

ACTIVITY SHEET

011-005-004

Prepare Information Sheets

Practice writing information sheets. Select a task from your task list and prepare one example of each type of information sheet. Evaluate your information sheets using the checklist below. All items are to be rated "yes". If you missed any, please review the information sheets for MPO #5.

	YES	NO
For each information sheet, you:		
1. Wrote "Information Sheet" at the top of the page	___	___
2. Numbered the information sheet with the task, MPO,* and resource numbers at the top of the page	___	___
3. Titled the information sheet, under the numbers	___	___
4. Wrote your information sheet with		
simple, basic vocabulary	___	___
short, concise sentences	___	___
short paragraphs	___	___
material pertaining to objective	___	___
illustrations/graphics as needed	___	___
5. Readability is appropriate for your students (applied Fry Readability Scale)	___	___
6. Had an inexperienced person review your sheets	___	___
7. Placed your information sheets in proper place in learning guide or in file drawers	___	___

*MPO number is only used with learning guides.

DEPT.	PROG	TASK	TPO	MPO
	PTT	011	011	005

MICRO - PERFORMANCE OBJECTIVE #6

Design a Non-Print Resource

LEARNING STEPS

1. Read Resource #1 for the procedures on designing non-print resources.
2. Complete Resource #2 to check your understanding of the procedures for designing non-print resources.
3. Complete Resource #3 to design a non-print resource.
4. Go on to Resource #4.

RESOURCES

1. Information Sheet 011-006-001, "How to Design a Non-Print Audiovisual Resource," in this guide, page 53-55.
2. Activity Sheet 011-006-002, "Designing a Non-Print Resource," in this guide, pages 56-57.
3. Activity Sheet 011-006-003, "Design a Non-Print Resource," in this guide, pages 58-59.
4. MPO #7 in this guide, page 60.

DEPT.	PROG	TASK	TPO	MPO
	PTT	011	011	006

INFORMATION SHEET

011-006-001

How to Design a Non-Print Audio-Visual Resource

The procedures for designing a non-print audiovisual resource are:

- Choose the subject. The subject is the task you wish to teach.
- Try to locate existing resources which show the content of your presentation. Edit this material to meet your objectives.

  Examples: existing A/V materials

  technical manuals and written and illustrated materials

  textbook descriptions of procedure

  trade journal discussion of new procedure
- Select the medium. (Review MPO #4 if needed.)
- Walk through the task, writing down the procedures.
  - Gather tools, instruments, materials, equipment.
  - Keep in mind the medium you chose.
  - Use tape recorder and/or write steps (do step--record, do step--record).
  - Record all steps in detail.
  - Draw simple pictures when necessary.
  - Simulate procedure when necessary.
- Write the script. Writing the script requires these materials:
  - your "procedure-walk-through-recording/notes"
  - story board forms

  Next:
  - Write title and resource number on top of story board form.
  - Write title in first box. (This is your title slide.)
  - Write introduction to presentation on audio side.

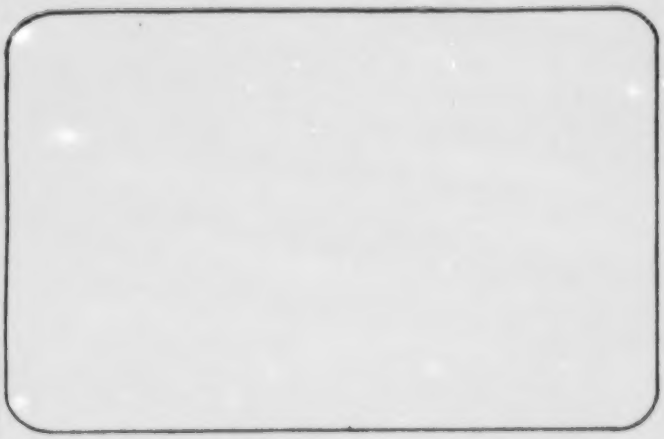
INFORMATION SHEET

011-006-001 (Continued)

- Begin listing tools and materials, equipment needed to do the task.
- Plan audio and visual at the same time.
- Pictures show what the audio is saying.
- Audio and visual should be as simple as possible.
- Each frame should be less than 85 words (or 30 seconds per frame)
- Show finished product in visual, explain in audio.

VISUAL AUDIO

SOUND/SLIDE–Story Board Pad



FRAME _____

FRAME _____

* Notice the boxes on the left are for the visual part of your presentation. The lines are for the audio part of your presentation.

ACTIVITY SHEET
011-006-002
Designing a Non-Print A/V Resource

DIRECTIONS: Answer these questions.

1. Rank the order of these steps for the design of a non-print presentation.

   _____ Select the medium.

   _____ Write the script.

   _____ Walk and talk through the procedure.

   _____ Locate available resources.

   _____ Choose the subject.

2. Describe the process of walking through a procedure.

3. The first slide in a presentation is called the _____ slide.

   The visual should always _____ what the audio is saying.

   It is important to write the design for the _____ and the _____ at the same time.

For Activity Sheet 011-006-002

Designing a Non-Print A/V Resource

1. C Select the medium.

   E Write the script.

   D Walk and talk through the procedure.

   B Locate available resources.

   A Choose the subject.

2. Actually doing the task, and recording steps as you go.

3. The first slide in a presentation is called the title slide.

   The visual should always picture what the audio is saying.

   It is important to write the design for audio and visual at the same time.

ACTIVITY SHEET
011-006-003
Design a Non-Print Resource

DIRECTIONS: Design a non-print resource for your specific program. Using this learning guide, write the script for your non-print resource. (You may copy the story board forms included in this guide.) After you have completed your script, proofread it and go on to the last MPO for evaluation of your mastery of this task.

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ACTIVITY SHEET

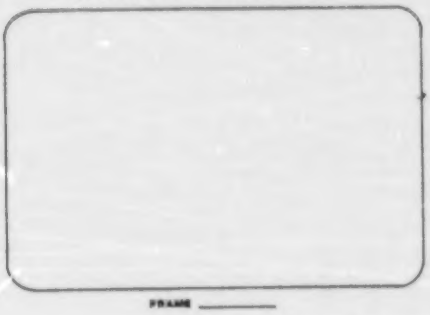
011-006-003 (Continued)

Designing a Non-Print Resource

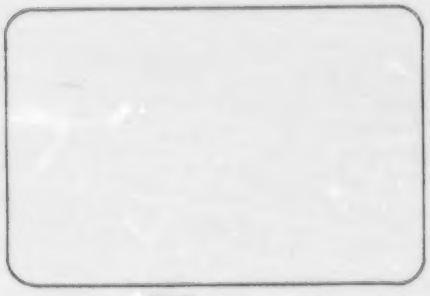
VISUAL

SOUND/SLIDE–Story Board Pad

AUDIO



FRAME _____



FRAME _____

FRAME _____

NOTE: The guide lines are designed to accomodate the characters of a standard typewriter and there are approximately eight words to each line. The copy for each frame should not run over 10 seconds or about 85 typewritten words.

DEPT.	PROG	TASK	TPO	MPO
	PTT	011	011	006

MICRO - PERFORMANCE OBJECTIVE #7

Select and Design Print and Non-Print Resource Materials

LEARNING STEPS

1. Read Resource #1 for benefits of non-print or A/V resources.
2. Complete Resource #2 to describe the benefits of A/V materials.
3. Read Resource #3 for ways of implementing A/V resources in your learning guides.
4. Complete Resource #4 to show you understand how to direct your students to use A/V resources.
5. When you feel you can select and design print and non-print resource materials, complete Resource #5 to check your understanding.
6. Complete Resource #5 to master this task.

RESOURCES

1. Information Sheet 011-007-001, "Benefits of A/V Resources," in this guide, page 61.
2. Activity Sheet 011-007-002, "The Benefits of Audio-Visual Resources," in this guide, page 62.
3. Information Sheet 011-007-003, "Implement A/V Resources in Your Learning Guides or Competency Sheets," in this guide, page 63.
4. Activity Sheet 011-007-004, "Use A/V Resources in Learning Guides or Competency Sheets," in this guide, page 64
5. Written Criterion Exam, Task 011, pages 65-69, in this guide.
6. Product Checklist, Task 011, in this guide, pages 70-71.

DEPT	PROG	TASK	TPO	MPO
	PTT	011	011	007

INFORMATION SHEET

011-007-001

Benefits of A/V Resources

Audio-visual resources are generally beneficial in these ways:

- They free up instructor time to help students.
- Students can watch a demonstration whenever they are ready.
- Students can view presentations at their pace, and review them as many times as they wish to.
- Demonstrations are always the same for all students.
- Students are provided some variety in their teaching/learning activities.
- Students can identify and study the proper procedures for completing a task.
- Students can review and practice a task.
- They help meet the different senses of students.
- They help motivate some students.
- They show processes or procedures which may be impossible to replicate at the training site.

ACTIVITY SHEET

011-007-002

Benefits of A/V Resources

List five benefits of A/V resources.

A.

B.

C.

D.

E.

NOTE: Check your answers with Information Sheet 011-007-001. If you missed any answers, please review the information sheet to identify the correct responses.

INFORMATION SHEET

011-007-003

Implementing A/V Resources in Your Learning Guides or Competency Sheets

The method for writing a learning step referencing an audio tape is:

LEARNING STEPS	RESOURCES
1. Listen to Resource #1A for pronunciation of new words while you complete Resource #1B to check your recall of the meanings of new terms having to do with elimination.	1. A. Audio tape in LRC, 005-001-002, "Terms-Medical-Elimination". B. Activity Sheet, 005-001-003, "Terms-Medical-Elimination," in this guide; handout in file.

The method for writing a learning step referencing a video tape (or slide tape or filmstrip) to identify the procedure to be learned is:

LEARNING STEPS	RESOURCES
2. View Resource #2A to see how to machine pipe threads while you complete Resource #2B to check your knowledge of pipe threads.	2. A. Video tape in LRC, 368-001-003, "Chasing Tapered Pipe Threads on the Lathe". B. Activity Sheet, 368-001-003B, in this guide, handout in file.

The method for writing the learning step referencing an audio-visual presentation to review and practice the procedure is:

LEARNING STEPS	RESOURCES
3. Review Resources #3A and #3B to practice machining pipe threads on a lathe.	3. A. Information Sheet 368-001-002, Procedures for Machining Pipe Threads on a Lathe," in this guide, page 10. B. Video Tape 368-001-003, "Machining Pipe Threads on a Lathe," located in LRC.

NOTE: ADDITIONAL INFORMATION ON REFERENCING A/V RESOURCES CAN BE FOUND IN PTTM #5.

ACTIVITY SHEET
011-007-004

Use Audio-Visual Resources in Learning Guides or Competency Sheets

DIRECTIONS: For your program area, write a learning step to direct your students to:

1. Watch a video tape to see an overall view of a procedure.

LEARNING STEPS	RESOURCES

2. Watch a slide tape to prepare to practice a procedure, preparing for a performance test.

LEARNING STEPS	RESOURCES

NOTE: Check your answers with Information Sheet 011-007-003. If you missed any steps/ resources, please review the information sheet to identify the correct responses.

PROGRAM Professional Teacher Training

CRITERION EXAM

TASK # 011

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON Selecting and Designing Print and Non-Print Resource Materials.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 24 out of 28 items correctly, (85 %).

DEPT.	PROG	TASK	TPO	MPO
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CRITERION EXAM

Task 011

Select and Design Print and Non-Print Resource Materials

I. Print or Non-Print
Complete the following by placing the correct letter in front of the item:
A = Print; B = Non-Print
The first item is completed as a sample for you.

1. B Computer assisted instruction
2. ___Overhead transparency
3. ___Competency sheet
4. ___Technical manual
5. ___Film Strip
6. ___Information sheet
7. ___Textbook
8. ___Slides
9. ___Video tape
10. ___Flip chart

II. True or false
Place the correct letter in front of the item:
A = True; B = False

1. ___In selecting print resources, my concerns regarding reading level are: How well do my students read? What is the reading level of the resource?
2. ___The Fry Method will tell me the reading level of my students.
3. ___Advantages of print materials are that learners may progress at their own rate, and materials may be used at the convenience of the learner.
4. ___Self-contained learning guides are easiest to develop.
5. ___Photocopies of copyrighted print material must include title, author, copyright holder and date.

6. ____A disadvantage of print materials is they rely heavily on the reading ability of the students.

7. ____An advantage to using overhead transparencies as a delivery media is they are easily prepared.

8. ____Video tapes are an excellent medium for demonstration.

III. Multiple Choice
Place the letter of the choice in front of the item number.

1. ____An advantage to the self-contained learning guide is

   A. Its portability.

   B. Its low developmental cost.

   C. It requires students to locate information.

   D. Its ease of development.

2. ____An advantage of the referenced learning guide is

   A. Its use of a variety of resources.

   B. It is easier to store and manage.

   C. It provides for a variety of learning styles.

   D. All of the above

3. ____The student must master the entire task at one time rather than in "bite-size learning blocks." This is a disadvantage of

   A. Self-contained learning guide.

   B. Referenced learning guide.

   C. Competency sheet.

4. ____A basic question to consider regarding the use of print materials is:

   A. Do students find the material interesting?

   B. Does the material meet the instructional objective?

   C. Is the material "nice to know"?

   D. How much does the resource cost?

5. ____ The value of using video tapes for instruction includes

   A. The use of motion, color, and sound.

   B. The low cost of equipment.

   C. Up-to-date information.

   D. None of the above

6. ____Listing procedural steps, summarizing information not found elsewhere are all purposes of the

   A. Learning guide.

   B. Competency sheet.

   C. Information sheet.

   D. Technical manual.

7. ____Information sheets should be

   A. Short.

   B. Simple.

   C. Relevant.

   D. All of the above

8. ____When designing a non-print resource, it is important to

   A. "Walk through" the procedure first.

   B. Design the visual before the audio.

   C. Design the audio before the visual.

9. ___All of the following are advantages of a non-print resource except:

   A. Frees instructor time.

   B. Students can watch a demonstration when they are ready.

   C. Demonstrations will be different for each student.

   D. Students are provided with some variety.

10. ___All of the following are purposes of this teacher training manual except:

   A. Select print and non-print resources.

   B. Determine cost of resource material.

   C. Design print and non-print material.

   D. Select the delivery medium.

ANSWER KEY

For Criterion Exam

Task 011

I. Print or Non-Print

1. B
2. B
3. A
4. A
5. B
6. A
7. A
8. B
9. B
10. B

II. True - False

1. A
2. B The Fry Method will indicate reading level of materials.
3. A
4. B Self-contained learning guides are more difficult and time consuming.
5. A
6. A
7. A
8. A

III. Multiple Choice

1. A
2. D

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ANSWER KEY

For Criterion Exam

Task 011

3. C
4. B
5. A
6. C
7. D
8. A
9. C
10. B

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PROGRAM: Self-Instructional Competency-Based Professional Teacher Training Manual

TASK: Select and Design Print and Non-Print Resource Materials

TASK # 011

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME _____ **EVALUATION SITE** _____

EVALUATOR'S NAME _____ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

Given access to the necessary resources, select and design print and non-print resource materials.

DIRECTIONS TO THE STUDENT:

Apply this checklist to activity sheets 011-005-004 and 011-006-003, and a selected or self-produced non-print resource for your instructional program. For mastery, each item must be complete, 55 out of 55 points (100%).

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	1. Completed and evaluated Activity Sheet 001-005-004 for <u>three</u> information sheets.	33	
	2. Completed Activity Sheet 011-006-003 and evaluated as follows:	1	
	A. Chose a subject from your program area.	1	
	B. Wrote the script on story board form.	1	
	C. Wrote title and resource number on form.	1	
	D. Wrote title in first box.	1	
	E. Wrote introduction on audio side.	1	
	F. Used pictures to show what audio is saying.	1	
	G. Kept the audio and visual as simple as possible for clarity.	1	
	H. Showed the finished product visually.	1	
	I. Explained the finished product on audio side.	1	
	3. <u>Product</u> Select or produce a non-print resource for use in your instructional program and evaluate as follows:		
	A. The script matches the grade level of the students.	1	
	B. The materials have the potential to motivate the students.	1	
	C. The materials are within the ability level of the students.	1	
	D. The content is sequenced in a logical order.	1	
	E. The materials are technically well written.	1	
	F. Subject matter is accurate.	1	
	G. The graphics increase the instructional value of the program.	1	
	H. Students can use the resource with minimal assistance.	1	
	I. Students are actively involved in the program.	1	
	J. Cues and prompts are provided to assist students.		
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 55
TOTAL POINTS POSSIBLE = 55

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